EVALUATION

2006 – 2007 PROGRAM YEAR

SCHOOL OVERVIEW AND INSTRUCTIONS

**Washington State
Employment Security**

**Washington State
SERVICE CORPS**

EVALUATION OVERVIEW

A Brief History

The Washington Reading Corps (WRC) previously contracted with the Northwest Regional Education Laboratory (NWREL) through the Office of Superintendent of Public Instruction (OSPI) to provide evaluation services. With the recent funding cuts, the WRC program can no longer afford those services and the Washington Service Corps (WSC) has adopted management of the statewide evaluation of the program. With this shift in roles and responsibilities came a program assessment of capacity to manage such a rigorous evaluation and a look from the bottom up and top down at alignment in reporting and evaluation. The WSC does not have the capacity to interpret multiple assessments into evaluation data. Therefore, there was a shift in emphasis towards the Site Supervisor End of Year Survey to provide student progress assessment and information. In an effort to simplify wherever possible without compromising the integrity of the evaluation process, the WSC aligned the School Evaluation Plan with that of the Local AmeriCorps Project Evaluation Plan as well as the Statewide Evaluation Plan. There is a reporting **Instrument Flow-Chart** included in this packet to provide a picture of how we all work together to provide data to the stakeholders and grantors. For more detailed information regarding the WRC program, please refer to the WRC Guidelines. The School Evaluation Plan follows.

Fitting Into the Statewide Picture: School Evaluation Plan

The School Evaluation Plan was developed to ensure alignment from the school/site level, to the Local AmeriCorps Project level, to the state level, on up to the Federal Reporting Requirements. It is required that the School Evaluation Plan is reviewed with the Project Supervisor and local due dates are filled in to provide a timeline for reporting.

The School Evaluation Plan provides the following information:

1. **Performance Measurement Type.** These are the categories of performance measurements identified in the Washington Reading Corps AmeriCorps program grant to the Corporation for National and Community Service (CNCS). The WRC program has six types of performance measures, <u>four</u> of which directly effect the school sites:

(1) Needs and Services, Tutoring;

The **School Monthly Report** captures the data to roll-up to the Project Sponsor and the WSC to show progress towards this goal.

(2) Needs and Services, Family Involvement;

A tracking instrument can be developed locally at the school site. An optional tool is included in this evaluation packet for use in Excel (The Family Involvement Event Tracking Worksheet). Each school is expected to host at least one family involvement event per

program year. The **Family Survey** is one of the instruments that feed into this performance measurement type. This data is also captured in the **School Semi-Annual Report**.

(3) Strengthening Communities, Volunteer Generation; and

A **Montly Hours Report** instrument is provided in the **Volunteer Hours Tracking** workbook and is required to support the School Monthly Report. The other worksheets within this workbook are optional ("Program Year Totals" spreadsheet and "Volunteer Hours Blank Form"). Optional tools are included in this evaluation packet for use in Excel (The Community Volunteer Tracking Worksheet and The Peer and Cross-Age Volunteer Tracking Worksheet). Volunteers recruited, hours served and volunteer training are reported on the School Monthly Report. **Volunteer surveys** also feed into this performance measurement type. This data is captured in the **School Semi-Annual report** and rolled up to the Project Sponsor and the WSC.

(4) Strengthening Communities, Sustainability.

The Status of Sustainability Planning Tool is the instrument that feeds into this performance measurement type. Local Project Sponsor representatives, Project Supervisors, will be visiting with schools to go over this tool. Each school's principal, WRC Site Supervisor, and AmeriCorps and VISTA members are required to meet with the Project Supervisor to discuss what's being done, plans for further action and implementation, and who is taking responsibility for actions and tasks identified. These visits are required to occur before December 31, 2006.

The other two performance measurement types are:

(1) Strengthening Communities, Civic Engagement with AmeriCorps members; and

*(2) Strengthening Communities, Civic Engagement with Youth.*

The Local AmeriCorps Projects support these last two by facilitating the Civic Engagement Roadmap curriculum with their teams of AmeriCorps and VISTA members who in turn facilitate the Roadmap curriculum with local youth. This curriculum was published as an innovative practice by Innovations in Civic Participation. The Publication, Transforming Communities Through Service, can be found on the web for download by clicking on the hyperlinked aforementioned title. The Roadmap to Civic Engagement can be found starting on page 136 in the Washington State section.

> ICP and America's Service Commissions (ASC) are proud to release a new publication to support state programming and increase the impact of service. "Transforming Communities through Service" showcases 51 of the most innovative AmeriCorps programs from around the country. Many of these programs have been lauded as highly successful and innovative, yet this information has not been widely shared. Each profile in this publication provides the program's mission and goals, a brief description, key innovative elements, contact information, and examples of the program's success... national and community service programs are providing opportunities for citizens to play an active role in addressing community needs.

2. **Performance Measure.** These are the actual measures written into the federal grant that the statewide WRC program has committed to meeting. The success of meeting these performance measurements is a statewide effort; all schools and Local AmeriCorps Projects contribute to the larger statewide goals.

3. **Instruments.** These are the instruments, tools and/or reports used to show progress towards meeting the WRC performance measurements. The instruments are the back-up to the data reported at each level.

4. **Local Targets.** This is the column that the school site is responsible for filling in with their local target numbers based on the grant that was written to OSPI for the WRC program and AmeriCorps and VISTA members.

5. **Statewide Targets.** The WRC has statewide targets based on school goals and Local AmeriCorps Project targets. The WSC has provided schools with the statewide targets in the School Evaluation Plan in an effort to communicate the overall picture of the statewide program. To view a listing of all the schools awarded grants you can go to the OSPI website and view the 2006-2007 WRC Awards from the [Washington Reading Corps page](#).

6. **Who Completes.** This column identifies the responsible person(s) for completing the instruments and/or reports required. Often, the responsibility rolls up from the school to the WSC Program Coordinators.

7. **How Often Compiled.** This column communicates the frequency of reporting the data requested.

8. **Where/When Reported.** This column identifies how the data gets reported. Most data is collected on the School Monthly Report, the School Semi-Annual Report and the End of Year Site Supervisor Survey.

Archiving Data – How long do we need to keep back-up documentation?
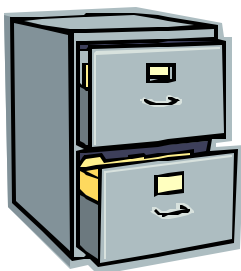
The Local AmeriCorps project is responsible for retaining and making available all financial records, supporting documentation, statistical records, evaluation data, member information and personnel records for six years.
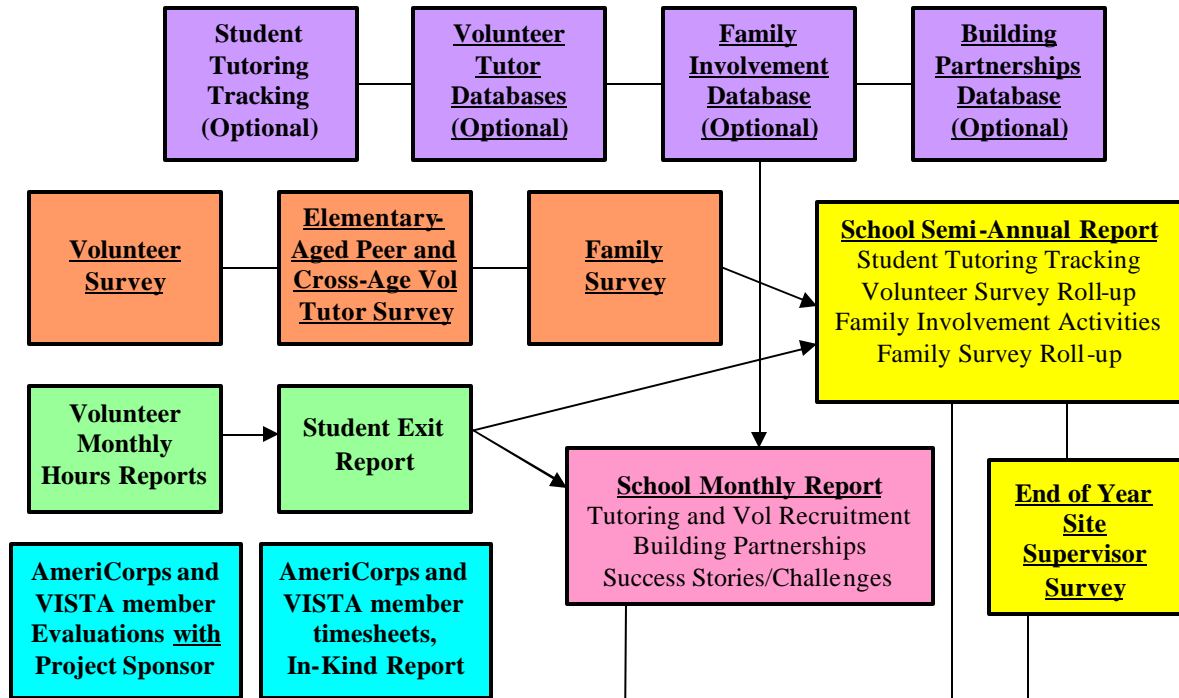
Evaluation data includes such items as the Student Tutor Tracking Logs, Family Surveys, Volunteer Surveys, Member Feedback forms, etc. In some cases the Local AmeriCorps Project may have developed forms to roll-up information. These documents should be maintained as well.

The WSC realizes that there may be cases where records are still located at the school site. In these instances, a document tracking form will work to ensure Local AmeriCorps Projects are in compliance with contract requirements.
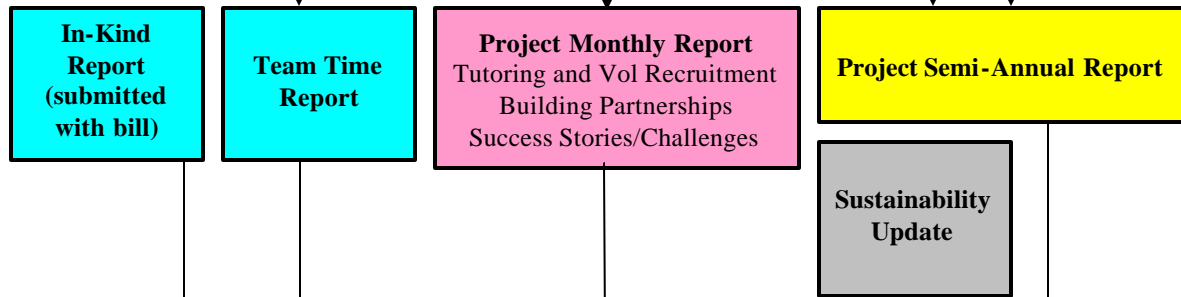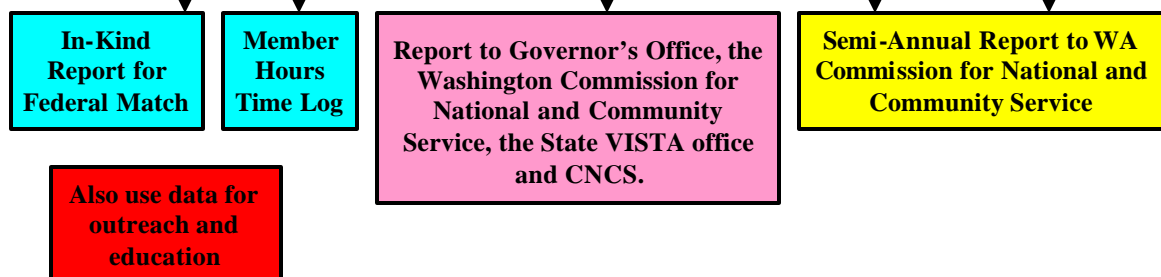
Instrument Flow-Chart

SCHOOL REPORTING

| Student Tutoring Tracking (Optional) | Volunteer Tutor Databases (Optional) | Family Involvement Database (Optional) | Building Partnerships Database (Optional) |

| Volunteer Survey | Elementary-Aged Peer and Cross-Age Vol Tutor Survey | Family Survey |

School Semi-Annual Report
Student Tutoring Tracking
Volunteer Survey Roll-up
Family Involvement Activities
Family Survey Roll-up

| Volunteer Monthly Hours Reports | Student Exit Report |

School Monthly Report
Tutoring and Vol Recruitment
Building Partnerships
Success Stories/Challenges

End of Year Site Supervisor Survey

| AmeriCorps and VISTA member Evaluations with Project Sponsor | AmeriCorps and VISTA member timesheets, In-Kind Report |

PROJECT REPORTING

| In-Kind Report (submitted with bill) | Team Time Report |

Project Monthly Report
Tutoring and Vol Recruitment
Building Partnerships
Success Stories/Challenges

Project Semi-Annual Report

Sustainability Update

WSC REPORTING

| In-Kind Report for Federal Match | Member Hours Time Log |

Report to Governor's Office, the Washington Commission for National and Community Service, the State VISTA office and CNCS.

Semi-Annual Report to WA Commission for National and Community Service

Also use data for outreach and education

REQUIRED INSTRUMENT CHECKLIST

The following instruments are required for use during the 2006-2007 program year:

- ❑ School Monthly Report, including:
    1. Tutoring and Volunteer Recruitment Section
    2. Partnerships, Collaboration/External Support Section
    3. Narrative section for challenges, requests for support, highlights and success stories
- ❑ Monthly [Volunteer] Hours Report (within "Volunteer Tracking Database").
- ❑ Student Exit Report (spreadsheet within "Student Exit Report - 100 Students").
- ❑ School Semi-Annual Report & End Year Site Supervisor Survey, including:
    1. Student Tutoring Tracking Section
    2. Volunteer Survey Roll-up
    3. Family Involvement Activity Tracking
    4. Family Survey Roll-up
    5. End of Year Site Supervisor Survey

Many instruments have been simplified to include the minimum questions for reporting requirements. Please feel free to add questions or encourage members to add questions to meet their needs for program feedback etc., but do not delete or edit any of the questions provided.

To ensure that the most current version of a form is used, please use the forms found within this packet. Thank you.

SCHOOL MONTHLY REPORT

Instructions are provided at the top of each report form and evaluation tool. Please read these to ensure that you are reporting data in a manner in which it can be aggregated consistently.

Because we are no longer tracking the 60-80 hours of tutoring as an end goal measure, we are shifting the focus for tracking from tutoring hours received to volunteer hours provided. As subtle as this difference may seem, it involves counting time differently. **The WSC no longer requires that schools use the Student Tutoring Tracking Logs.** You may choose to use them as desired, but they will not feed into the required reporting for WRC.
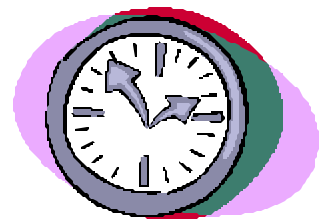
Section 1: Tutoring and Volunteer Recruitment

Schools are required to have student assessments that determine when a student can be graduated from the WRC program. The minimum tutoring requirements are still 20 minute sessions, 30 minutes a day in groups no larger than 4 students. Please see the <u>WRC Guidelines</u> for further information regarding these requirements.

In order to complete this section of the monthly report, you will need:

⬧ Volunteer Hours Reports (Tabbed by each month in the **Volunteer Tracking Database 06-07**, e.g. SEPT, OCT, NOV, etc.). These reports, when filled out in excel, will automatically tally hours for each type of volunteer (Community, Peer/Cross-age, Other, and Baby Boomer) at the bottom of each spreadsheet in a chart filled with formulas.

⬧ **Student Exit Report** found within the "Student Exit Report - 100 Students" workbook. This is the workbook that includes other optional tools such as the Student Tutoring Tracking forms, the Student Tutoring Roll-up, and a Student List tab. The only required spreadsheet in this workbook is the **Student Exit Report** which tracks all of the students in the WRC program, when they start and exit, and if they met benchmark or gained a grade level in reading skills.

Section 2: Partnerships, Collaborations/External Suppport

This section has been expanded to look beyond in-kind/donation resources generated in support of the WRC program. It now includes reporting related to media coverage and visits to your school by key decision makers such as legislators. Please only report legislative visits and media coverage that involves the WRC program.

WRC members are **not allowed to lobby or influence legislation**. They are allowed to help conduct outreach and education activities, however, and inviting a legislator to participate in a family literacy event as a guest reader, or to tutor a student so that they gain understanding of the WRC program, is well within their scope of allowable activities. Please read your MOU, the AmeriCorps*State Member Contract, or the AmeriCorps*VISTA member Terms, Benefits and Conditions document for further guidance on allowable activities for members.

This section is reported on a monthly basis and is not cumulative. Report activities as they occur. It is strongly encouraged to record the activities that are occurring in your school within the Sustainability Binder that members are helping maintain or create for the WRC program.

Section 3: Narrative

Helpful narrative stories include anecdotes about members and/or volunteers tutoring students: comments the students have shared regarding their improvements, and observations other teachers and staff have made regarding student progress and improvement, and volunteer comments about the value of their experience.

Report challenges you are having with program implementation, requests for further technical assistance or support, and suggested approaches to overcoming those challenges.

The immediate audience of the monthly reports is the local Project Supervisor that is with the sponsor agency in your region. The reports get filtered up to the Washington Service Corps (WSC), but not all of the narrative is shared with the WSC. We ask that the best stories are forwarded and highlights are shared. If you need to express a concern or request further assistance beyond your local project, you may contact the WSC directly. The WRC Guidelines have further information regarding communication and contact information.

VOLUNTEER HOURS TRACKING

Because we are now reporting outcomes tied to volunteer hours provided, it is very important that volunteer hours are tracked proactively and accurately. We encourage you to think about "other volunteers" that may be supporting the WRC program but not tutoring. For instance, if you have volunteers that come in and sort books or help prepare supplies for family involvement events etc., they are still contributing time to support the program and should be tracked and reported.

A "Volunteer" should include those that the AmeriCorps member, recruits, supports and helps maintain. Often AmeriCorps members are continuing relationships with volunteers recruited by prior AmeriCorps member(s) and are able to keep them actively engaged in the school.

If you are not sure whether or not to count someone as a volunteer, contact your local Project Supervisor for further guidance and clarification.

When using the excel spreadsheets required for tracking, it is important to follow the instructions at the top of the page so that the formulas inserted will help calculate and aggregate your data accurately for you.

For the Volunteer Monthly Hours (a tab for each month) reports, ensure that after you type in the volunteer's name that you also fill in the next two columns: "Born between January 1946 - December 1964" and "C, P, or O." The first column identifies the volunteer as a "Baby Boomer Volunteer," which the Corporation for National and Community Service (CNCS) is focusing on. The second column classifies the volunteer as either a C=Community Volunteer Tutor, P=Peer/Cross-age Volunteer Tutor, or O=Other volunteer (non-tutor). By typing in these letters accurately, the spreadsheet will automatically sort the hour by type of volunteer for a monthly total at the bottom of the spreadsheet.

If these monthly spreadsheets are kept up it will make the monthly report much easier to complete accurately. It is required as back-up documentation to support the numbers you are submitting on each monthly report.

STUDENT EXIT REPORT

This report replaces the Student Tutoring Tracking Logs and Roll-up Form. It is an ongoing record of all WRC students receiving tutoring assistance. It should be a cumulative list, year to date, of all students that are being served, or have been served.

As a student is assessed and determined to be a part of the WRC program, add their name to the list, check that their initial assessment has been completed, and record the date that they began.

As soon as a student exits the program, for whatever reason, record their exit date and whether or not they met benchmark or gained a grade level in reading skills.

This report will feed into your monthly report (students served to date) as well as your **Semi-Annual Report** (students exited, students exited and met goal, etc.). It is required as back-up to support your Semi-Annual Report. **You may delete student names when submitting the report to your local Project Supervisor.**

SCHOOL SEMI-ANNUAL REPORT

This reports includes:

1. Student Tutoring Tracking Semi-Annual Report

   In order to complete this section you will need an updated **Student Exit Report.**

2. Volunteer Survey Roll-up (Both Community and Peer/Cross-age Volunteer Tutors)

   In order to complete this section you will need completed Volunteer Surveys and Elementary-Aged Peer/Cross-Age Volunteer Tutor Surveys.

   VOLUNTEER SURVEY (ALSO USE FOR JUNIOR HIGH AND HIGH SCHOOL PEER AND CROSS-AGE TUTORS):
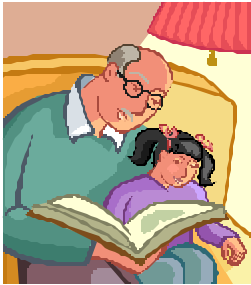
   There are boxes near the top to identify the volunteer as a peer/cross-age, community (adult) volunteer tutor, or community "other" volunteer (non-tutor). There is also a check box for volunteers to self-identify as "Baby Boomers", born between January 1946 and December 1964.

   Administer to all volunteers and volunteer tutors (junior high, high school and adult) in time to report on the School Semi-Annual Reports. Each volunteer tutor should complete this survey one time during the program year.

   ELEMENTARY-AGED PEER/CROSS-AGE VOLUNTEER TUTOR SURVEY: Administer to all elementary-aged cross-age and peer tutors in time to report on the School Semi-Annual Reports. Each volunteer tutor should complete this survey one time during the program year.

   When you are aggregating survey results for the Semi-Annual report survey roll-ups, please remember to add Peer/Cross-age Volunteer Tutors from the other Volunteer Survey to the final totals.

3. Family Involvement Activity Report

   In order to complete this section you will need an accurate record of the school's family involvement activities during the reporting period. An optional activity tracking database is provided in the evaluation package. You will need to report:

   - Type of activity (Event or Communication),
   - Activity title,
   - Date of event,
   - Number of event participants (youth, adults, and total), and
   - A brief description of the activity.

4. Family Survey Roll-up
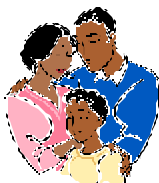
   In order to complete this section you will need completed Family Surveys which should be administered at every family literacy event. This survey measures the impact that family involvement events have on the parents/caregivers of WRC students and the impact on the students, themselves.

5. The <u>second</u> Semi-Annual Report also includes the End of Year Site Supervisor Survey.

   In order to complete this section you will need a way of determining student improvement in the following areas:

   - Attitudes and behaviors towards reading,

   - Reading Skills (such as phonics, work attack skills, vocabulary, comprehension, analyzing, etc.), and

   - Self Confidence.

This report is required twice during the program year. Local AmeriCorps Project Sponsor due dates are established and communicated via the School Evaluation Plan.

Identifying cells with formulas

In general it is best to leave cells with formulas alone unless you are modifying a formula to correct an error. All is not lost if you accidentally type in a cell with a formula however, that's what the "undo" option is for. (This is found under the "Edit" menu or is the blue arrow bending left button on the toolbar). If you can see a number in a cell such as, "0" or "0.00", the cell probably has a formula written attached to it. To verify that there is a formula attached to the cell, single left-click on the cell in question and look up to the "formula bar" to read any cell contents.

Copying formulas:

There are two easy ways to copy a formula to other cells. Be careful about copying, you want to check that the formula stays true for the new cell.

(1) When a cell is selected there is a line around the cell with a small plus sign in the bottom right corner. You can drag this plus sign to other adjacent cells to copy a formula. It will only let you drag one row or column at a time unless you have more than one cell selected. For instance, in order to copy an entire column, select an entire column then drag it.

(2) You can use the "copy" and "paste" buttons on the toolbar to copy to one or more cells at a time.
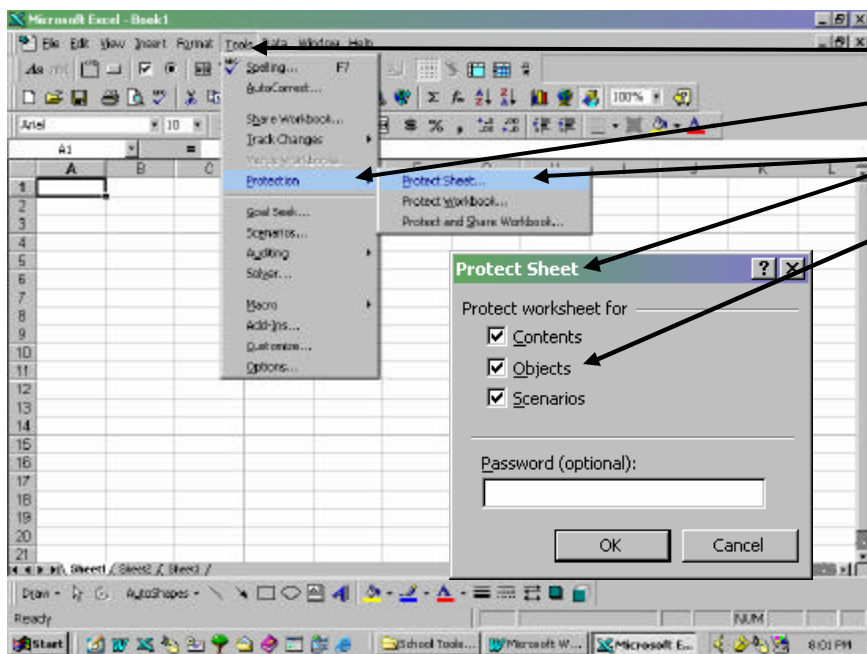
Locking cells (useful for cells with formulas):

If you would like a cell to be "locked" or unable to be edited in any way, you can protect a worksheet or even an entire workbook. By default all cells are locked unless you unlock them. To unlock cells that you want to be able to edit (add information to at a later time):

1. Highlight all the cells that you would like to unlock

2. Click down the "Format" Menu. Select "cells." You will see the dialogue box to the right.

3. Click on the checkmark to deselect "Locked."

4. Click "OK" to close the dialogue box.
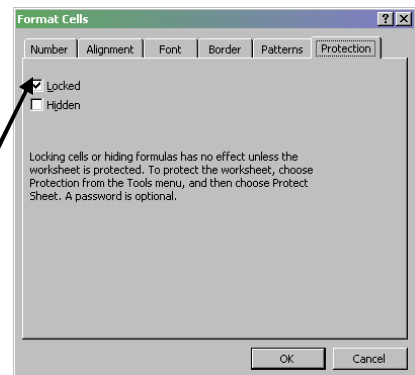
To protect a worksheet/workbook:

1. Click on the "Tools" menu.
2. Select "Protection"
3. Select either "Protect Sheet" or "Protect Workbook."
4. All options are checked by default.
5. Only enter a password if you are concerned about others being able to "unprotect" your worksheet/workbook.
6. Click "OK" to finish.

Formatting the Page Set-Up of Worksheets you add so that they print the same:

When you add worksheets to your workbooks and copy and paste contents to the newly inserted worksheets, the formats do not copy with the contents. You can end up frustrated that your table or database is no longer printing properly. Go back to the original worksheet and click down the "File" menu to select "Page Set-up." Click on each tab, one at a time to review the settings.

1. Click on "Portrait" or "Landscape" under the "Page" tab as needed.
2. Click on the "Margins" tab and click in one of the settings so that you can see the blinking cursor.
3. Click on the "Header/Footer" tab and if you have headers or footers set, click on each "custom header/footer" button, then click "OK."
4. Go to the new worksheet(s) and press "Ctrl+Y" to "repeat" the formatting. You can select multiple tabs at one time by holding down the "Ctrl" key.